



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

850 N. Morley Avenue, Nogales, AZ 85621

Mexicayotl Academy, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Underperforming
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 N/A
2003-04 N/A
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Baltazar Garcia
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-10
2005 Enrollment : 114
Web Address : www.mexicayotlacademy.com
Phone Number : (520) 287-6790
Fax Number : (520) 287-0037
E-mail : yollotl_13@yahoo.com

Mission

Learning because of who we are; to become critical thinkers within a process of learning through application, that is based on culture and identity, resulting in the full spectrum of 'Interculturalism'.

School / Academic Goals

- ü Level I students (grades Kindergarten, one, two, and three) will develop literacy skills in their dominant language. All students exiting third grade will be reading and writing at grade level.
- ü Level II students will demonstrate minimum one year's growth in Language Arts, Math, Humanities, and Science.
- ü Level III students (grades 7 and 8) and Level IV (grades 9 and 10) by the end of two years will complete 80% of their 22 portfolio items with a meets or better to proceed to next level.
- ü All students will progress one grade level per year in English assessments in Literacy and Math.

Enrollment

October 1, 2004 School Year Student Enrollment : 120
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 114

Instructional Programs

- Ü Montessori Intercultural Elementary
- Ü Interactive Balanced Literacy
- Ü Experiential Intercultural Learning
- Ü Multigrade High Academic Instruction
- Ü Outdoor Education
- Ü Early College High School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Mexicayotl Academy provides the residents of Nogales a choice in public education that includes high academic standards, a safe environment conducive to learning and an educational partnership with its parents where they participate as evaluators, teachers, and students. Mexicayotl Academy is committed to family empowerment.

Parents

Parents become responsible to provide four hours of partnership work with the school each month. They are encouraged to serve as evaluators, teachers and students as they participate in the role of true advocates for academic success. Involvement in Mexicayotl's activities provide them the opportunity for our school to be part of the community and to represent the community.

Transportation Policy

As a small charter school, we provide transportation to those students who could not otherwise attend.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Main session presentors Hawaii teachers conference	2005
Ü U.S. Congressiona Recognition - Aztec Danza Group	2002
Ü Student Photo Exhibition San Francisco La Peña Gallery	2004
Ü NCLR National Conference Presenters	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79306	NC	NC	99	NC	NC	445	NC	NC	10	NC	NC	18	NC	NC	51	NC	NC	20
All Students (Prior Year)	13	13	75509	100	100	100	418	418	521	75	75	13	25	25	23	0	0	33	0	0	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	--	--	40583	--	--	99	--	--	445	--	--	11	--	--	18	--	--	50	--	--	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	--	--	36197	--	--	99	--	--	463	--	--	5	--	--	11	--	--	53	--	--	31
Students with Disabilities	--	--	10321	--	--	100	--	--	389	--	--	30	--	--	27	--	--	34	--	--	9
Students without Disabilities	NC	NC	69060	NC	NC	98	NC	NC	454	NC	NC	7	NC	NC	17	NC	NC	54	NC	NC	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	NC	39415	NC	NC	96	NC	NC	431	NC	NC	15	NC	NC	25	NC	NC	50	NC	NC	10
Non-Economically Disadvantaged	--	--	39966	--	--	100	--	--	459	--	--	6	--	--	12	--	--	52	--	--	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79395	NC	NC	99	NC	NC	446	NC	NC	9	NC	NC	25	NC	NC	55	NC	NC	11
All Students (Prior Year)	13	13	75492	100	100	100	449	449	519	100	100	12	0	0	16	0	0	47	0	0	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	--	--	40618	--	--	99	--	--	440	--	--	11	--	--	27	--	--	53	--	--	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	--	--	36221	--	--	99	--	--	465	--	--	4	--	--	15	--	--	63	--	--	17
Students with Disabilities	--	--	10331	--	--	100	--	--	388	--	--	25	--	--	37	--	--	34	--	--	4
Students without Disabilities	NC	NC	69139	NC	NC	99	NC	NC	454	NC	NC	7	NC	NC	24	NC	NC	58	NC	NC	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	39484	NC	NC	96	NC	NC	429	NC	NC	14	NC	NC	35	NC	NC	47	NC	NC	4
Non-Economically Disadvantaged	--	--	39986	--	--	100	--	--	461	--	--	4	--	--	16	--	--	63	--	--	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78869	NC	NC	99	NC	NC	442	NC	NC	6	NC	NC	21	NC	NC	63	NC	NC	10
All Students (Prior Year)	12	12	75053	92	92	99	482	482	597	67	67	7	0	0	12	33	33	72	0	0	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	--	--	40302	--	--	99	--	--	428	--	--	8	--	--	26	--	--	60	--	--	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	--	--	36078	--	--	99	--	--	459	--	--	4	--	--	16	--	--	66	--	--	14
Students with Disabilities	--	--	10246	--	--	100	--	--	367	--	--	18	--	--	39	--	--	40	--	--	4
Students without Disabilities	NC	NC	68697	NC	NC	98	NC	NC	454	NC	NC	4	NC	NC	18	NC	NC	67	NC	NC	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	NC	39106	NC	NC	95	NC	NC	427	NC	NC	8	NC	NC	28	NC	NC	59	NC	NC	5
Non-Economically Disadvantaged	--	--	39837	--	--	100	--	--	457	--	--	4	--	--	14	--	--	67	--	--	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	78906	100	100	99	437	437	498	60	60	13	27	27	19	13	13	48	0	0	20
All Students (Prior Year)	14	14	76019	100	100	100	405	405	499	100	100	14	0	0	39	0	0	14	0	0	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	15	15	31938	100	100	99	437	437	481	60	60	19	27	27	25	13	13	46	0	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	--	--	36483	--	--	99	--	--	517	--	--	7	--	--	13	--	--	51	--	--	30
Students with Disabilities	--	--	10664	--	--	100	--	--	430	--	--	42	--	--	27	--	--	26	--	--	5
Students without Disabilities	15	15	68310	100	100	98	437	437	509	60	60	9	27	27	18	13	13	51	0	0	22
Limited English Proficient Students	13	13	12573	100	100	100	435	435	454	64	64	27	21	21	30	14	14	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	12	12	38679	92	92	96	434	434	483	58	58	20	33	33	25	8	8	45	0	0	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	78908	100	0	99	421	421	484	60	60	10	27	27	23	13	13	58	0	0	9
All Students (Prior Year)	14	14	76020	100	100	100	464	464	503	100	100	25	0	0	23	0	0	40	0	0	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	15	15	31940	100	0	99	421	421	465	60	60	16	27	27	32	13	13	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	--	--	36502	--	--	99	--	--	502	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	--	--	10665	--	--	100	--	--	423	--	--	30	--	--	36	--	--	31	--	--	2
Students without Disabilities	15	15	68312	100	0	98	421	421	493	60	60	7	27	27	21	13	13	62	0	0	10
Limited English Proficient Students	13	13	12556	100	0	100	417	417	436	64	64	24	29	29	40	7	7	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	12	12	38662	92	0	96	419	419	468	67	67	16	17	17	32	17	17	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	78750	100	100	99	419	419	500	20	20	6	73	73	29	7	7	63	0	0	2
All Students (Prior Year)	14	14	75673	100	100	100	438	438	530	50	50	12	0	0	25	50	50	58	0	0	4
Female	NC	NC	38586	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	22	NC	NC	71	NC	NC	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	15	15	31841	100	100	99	419	419	483	20	20	8	73	73	36	7	7	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	--	--	36440	--	--	99	--	--	516	--	--	3	--	--	22	--	--	71	--	--	4
Students with Disabilities	--	--	10622	--	--	100	--	--	415	--	--	21	--	--	50	--	--	28	--	--	1
Students without Disabilities	15	15	68196	100	100	98	419	419	513	20	20	3	73	73	25	7	7	69	0	0	3
Limited English Proficient Students	13	13	12504	100	100	100	412	412	451	21	21	12	79	79	44	0	0	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	12	12	38558	92	92	96	417	417	485	25	25	8	67	67	37	8	8	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78250	NC	NC	99	NC	NC	548	NC	NC	21	NC	NC	18	NC	NC	48	NC	NC	13
All Students (Prior Year)	NC	NC	75001	NC	NC	99	NC	NC	468	NC	NC	37	NC	NC	36	NC	NC	16	NC	NC	10
Female	NC	NC	38071	NC	NC	99	NC	NC	549	NC	NC	20	NC	NC	19	NC	NC	49	NC	NC	12
Male	NC	NC	40126	NC	NC	99	NC	NC	547	NC	NC	23	NC	NC	17	NC	NC	46	NC	NC	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	--	--	38320	--	--	99	--	--	568	--	--	12	--	--	14	--	--	55	--	--	19
Students with Disabilities	--	--	9329	--	--	100	--	--	454	--	--	64	--	--	18	--	--	16	--	--	2
Students without Disabilities	NC	NC	68996	NC	NC	99	NC	NC	561	NC	NC	16	NC	NC	18	NC	NC	52	NC	NC	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	NC	33388	NC	NC	94	NC	NC	530	NC	NC	32	NC	NC	22	NC	NC	40	NC	NC	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78302	NC	NC	99	NC	NC	512	NC	NC	11	NC	NC	25	NC	NC	57	NC	NC	7
All Students (Prior Year)	NC	NC	74918	NC	NC	99	NC	NC	497	NC	NC	32	NC	NC	19	NC	NC	35	NC	NC	15
Female	NC	NC	38082	NC	NC	99	NC	NC	518	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Male	NC	NC	40166	NC	NC	99	NC	NC	507	NC	NC	14	NC	NC	26	NC	NC	54	NC	NC	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	--	--	38347	--	--	99	--	--	531	--	--	5	--	--	17	--	--	68	--	--	10
Students with Disabilities	--	--	9353	--	--	100	--	--	429	--	--	40	--	--	38	--	--	22	--	--	1
Students without Disabilities	NC	NC	69024	NC	NC	99	NC	NC	524	NC	NC	7	NC	NC	23	NC	NC	62	NC	NC	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	NC	33398	NC	NC	94	NC	NC	495	NC	NC	18	NC	NC	35	NC	NC	46	NC	NC	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78094	NC	NC	99	NC	NC	545	NC	NC	3	NC	NC	18	NC	NC	77	NC	NC	2
All Students (Prior Year)	NC	NC	74503	NC	NC	99	NC	NC	491	NC	NC	9	NC	NC	32	NC	NC	51	NC	NC	8
Female	NC	NC	38025	NC	NC	99	NC	NC	558	NC	NC	2	NC	NC	13	NC	NC	82	NC	NC	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	--	--	38265	--	--	99	--	--	564	--	--	2	--	--	11	--	--	84	--	--	3
Students with Disabilities	--	--	9275	--	--	100	--	--	444	--	--	14	--	--	46	--	--	39	--	--	1
Students without Disabilities	NC	NC	68892	NC	NC	98	NC	NC	559	NC	NC	2	NC	NC	14	NC	NC	82	NC	NC	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	NC	33296	NC	NC	94	NC	NC	527	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	69846	--	--	100	--	--	699	--	--	21	--	--	11	--	--	49	--	--	18
All Students (Prior Year)	--	--	65934	--	--	100	--	--	492	--	--	43	--	--	18	--	--	24	--	--	15
Female	--	--	34328	--	--	99	--	--	702	--	--	19	--	--	12	--	--	51	--	--	18
Male	--	--	35509	--	--	100	--	--	696	--	--	23	--	--	11	--	--	48	--	--	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	--	--	36421	--	--	99	--	--	714	--	--	12	--	--	8	--	--	54	--	--	26
Students with Disabilities	--	--	7690	--	--	100	--	--	593	--	--	64	--	--	14	--	--	21	--	--	2
Students without Disabilities	--	--	62220	--	--	99	--	--	712	--	--	16	--	--	11	--	--	53	--	--	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	--	--	48489	--	--	100	--	--	704	--	--	15	--	--	10	--	--	52	--	--	23

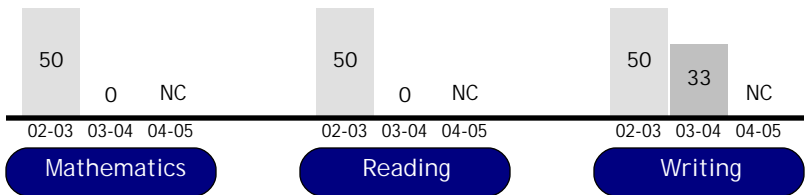
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	71311	--	--	100	--	--	694	--	--	7	--	--	21	--	--	63	--	--	9
All Students (Prior Year)	--	--	68162	--	--	100	--	--	509	--	--	18	--	--	24	--	--	51	--	--	8
Female	--	--	34899	--	--	100	--	--	700	--	--	5	--	--	19	--	--	66	--	--	10
Male	--	--	36430	--	--	100	--	--	688	--	--	9	--	--	22	--	--	61	--	--	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	--	--	36841	--	--	99	--	--	713	--	--	3	--	--	12	--	--	72	--	--	13
Students with Disabilities	--	--	8021	--	--	100	--	--	590	--	--	27	--	--	42	--	--	29	--	--	1
Students without Disabilities	--	--	63379	--	--	100	--	--	707	--	--	5	--	--	18	--	--	68	--	--	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	--	--	49157	--	--	100	--	--	702	--	--	4	--	--	16	--	--	69	--	--	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	70868	--	--	100	--	--	688	--	--	5	--	--	23	--	--	63	--	--	9
All Students (Prior Year)	--	--	67629	--	--	100	--	--	524	--	--	22	--	--	16	--	--	59	--	--	3
Female	--	--	34710	--	--	99	--	--	697	--	--	3	--	--	19	--	--	66	--	--	12
Male	--	--	36176	--	--	100	--	--	678	--	--	7	--	--	27	--	--	59	--	--	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	--	--	36710	--	--	99	--	--	702	--	--	2	--	--	15	--	--	69	--	--	13
Students with Disabilities	--	--	7900	--	--	100	--	--	580	--	--	22	--	--	49	--	--	28	--	--	1
Students without Disabilities	--	--	63054	--	--	99	--	--	701	--	--	3	--	--	20	--	--	67	--	--	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	--	--	48960	--	--	100	--	--	694	--	--	3	--	--	18	--	--	67	--	--	12

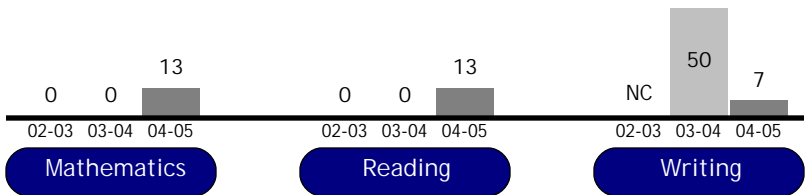
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

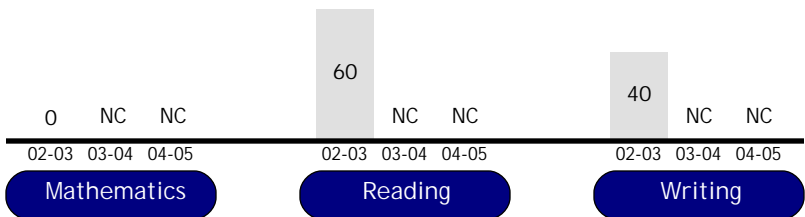
3rd Grade Proficiency



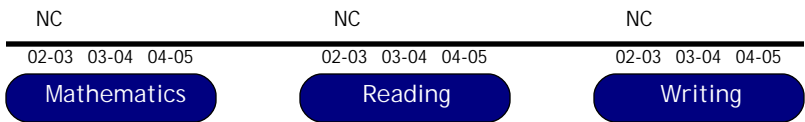
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	49	49	50	100	NA	NA	58	100	16	16	47
	Language	100	37	37	43	100	NA	NA	50	100	9	9	47
	Mathematics	100	19	19	57	100	NA	NA	64	100	30	30	50
3	Reading	93	13	13	47	77	NA	NA	55	NC	NC	NC	44
	Language	93	14	14	54	100	NA	NA	61	NC	NC	NC	44
	Mathematics	100	12	12	54	100	NA	NA	61	NC	NC	NC	51
4	Reading	100	6	6	52	94	NA	NA	56	90	18	18	48
	Language	100	10	10	48	94	NA	NA	52	90	20	20	49
	Mathematics	100	10	10	57	94	NA	NA	61	90	23	23	53
5	Reading	100	9	9	50	100	NA	NA	55	100	13	13	50
	Language	100	12	12	46	100	NA	NA	49	100	16	16	50
	Mathematics	100	10	10	57	100	NA	NA	63	100	18	18	49
6	Reading	NC	NC	NC	53	100	NA	NA	56	100	17	17	51
	Language	NC	NC	NC	45	100	NA	NA	48	100	16	16	47
	Mathematics	NC	NC	NC	62	100	NA	NA	66	100	20	20	52
7	Reading	NC	NC	NC	51	NC	NC	NC	54	NC	NC	NC	50
	Language	NC	NC	NC	54	NC	NC	NC	58	NC	NC	NC	52
	Mathematics	NC	NC	NC	58	NC	NC	NC	62	NC	NC	NC	50
8	Reading	100	16	16	53	NC	NC	NC	55	NC	NC	NC	51
	Language	100	10	10	49	NC	NC	NC	52	NC	NC	NC	50
	Mathematics	100	30	30	58	NC	NC	NC	61	NC	NC	NC	53
9	Reading	NC	NC	NC	41	--	--	--	42	NC	NC	NC	51
	Language	NC	NC	NC	42	--	--	--	42	NC	NC	NC	50
	Mathematics	NC	NC	NC	60	--	--	--	63	NC	NC	NC	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü Co-curricular Activities
1 Non-certified Employee(s)	Ü School Cultural Events
3 Teacher(s)	Ü School Parent Involvement Committees
3 Parent(s)	Ü Parent/Educator Relations
0 Community Member(s)	Ü Evaluate School Policy
1 Student(s)	Ü Community Development

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	8.50
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	1	2	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	11%
Percent of core classes not taught by Highly Qualified Teachers	15%

Resources Available at School Site	
Special Facilities	
Ü Community Meeting Center	Ü Outdoor Education Training
Ü Computer Lab	

Extracurricular Activities	
Ü Aztec Dance, History, Culture	Ü 4 Community Cultural Activities Yearly
Ü Academic Tutoring	Ü Nogales Jr. Olympics
Ü Student Learning Excursions	
Ü Cultural Workshops, Ceremonies	

Social Services	
Ü Counseling/ Character Development	Ü Community Agencies Education
Ü Adult Education	
Ü Direct referral to community agencies	
Ü Food Bank of Santa Cruz County	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Presentors at National conferences as model for cultural education. Aztec dance group presents at teachers conference in Hawaii.
- ü Seventy five percent (75%) of our third graders exited reading at grade level.
- ü Eighty percent of former Mexicayotl Academy students on Honor Roll in district schools.
- ü Exploratory education component featured in Arizona Illustrated News magazine as active partnership with Friends of the Santa cruz River Association.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	58	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	85	96	95	81
Retention Rate ⁹	6	1	1	3
Dropout Rate ¹⁰	6	0	1	6
Status Unknown ¹¹	5	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Discipline referrals for classroom disruption are only incidents for 2004/05 academic year. Development and implementation of curriculum that integrates violence prevention programs, i.e., DARE, Red Ribbon, Promotoras de Salud. Mexicayotl has as part of its curriculum learning in Emotional Intelligence.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Veronica Pasos-Garcia	(520) 287-6790
Transportation Policy	Lizbeth Alvidrez, Valeria Fuentes	(520) 287-6790
Community Resources	Valeria Fuentes	(520) 287-6790
School Nutrition Programs	Valeria Fuentes	(520) 287-6790
Parent Organization	Valeria Fuentes	(520) 287-6790
Student Health/Nurse	Lizbeth Alvidrez	(520) 287-6790

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.